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ABSTRACT

Guidelines are offered for developing a curriculum in health education for grades one through eight. Learning activities are outlined in the areas of personal health, family health, nutrition, mental-emotional health, and community health. The guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities in three columns. "Topics/Concepts" describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. "Learning Outcomes/Objectives" describe, in general terms, the behaviors which students are expected to demonstrate as a result of their learning experiences. "Sample Learning Activities" are indicators of student progress toward the stated goals, i.e., the learning outcomes. (JD)

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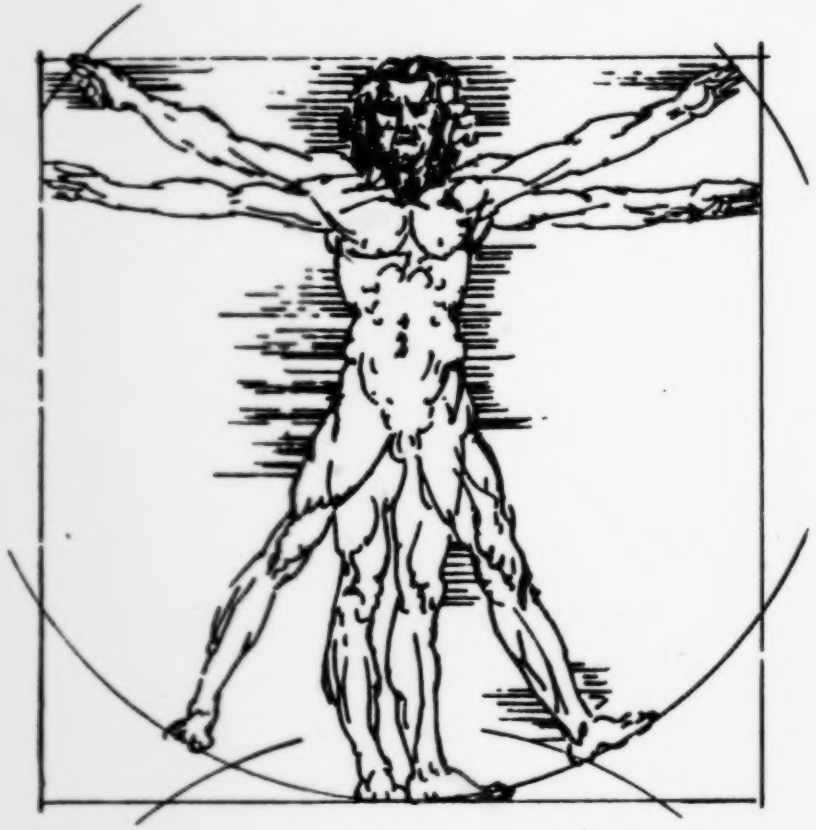

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Alaska

Elementary Curriculum Guide Second Edition

SP 028 062

ALASKA
ELEMENTARY HEALTH
MODEL CURRICULUM GUIDE

Second Edition

August 1986

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ALASKA MODEL CURRICULUM SERIES

GENERAL PREFACE

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This Second Edition curriculum guide is one of a series intended to serve as a model for Alaskan school districts as they develop and review their own curriculum documents. It is not intended that these guides be used directly by teachers for classroom instructional purposes. Districts are expected to develop their own locally suitable curriculum, using these guides as a base and a point of departure. In the future, as districts use the guides to develop and implement curriculum, their value will be measured by the increased ability of Alaskan students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process of the first drafts was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals were part of a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the original review of each content area. (Contributions to specific guides are listed in the acknowledgments sections of the guides.)

In one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents, subject to revision as part of the six year curriculum review cycle The state's cycle was initiated by the Department after the curriculum regulations of 1984 were adopted.

Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities in three columns.

Topics/Concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area.

Learning Outcomes/Objectives, in the second column, describe, in general terms, the behaviors which students are expected to demonstrate as a result of their learning experiences. Learning outcomes/objectives are the goals toward which student learning is directed.

Sample Learning Activities, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes. At least one sample learning activity is stated to illustrate each learning outcome. It is intended that the sample learning activities are just that: samples only. They do not constitute a learning program. Alaskan districts will generate their own locally applicable learning activities within the framework of their district's chosen topics/concepts and learning outcomes.

The guides are grouped by grade level groupings -- grades 1-3, 4-6, 7-8 at the elementary level, and 9-12 at the secondary level. Recognizing the unique characteristics of the five year old learner, kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete one or two semester courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for these courses.

In 1984 the Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between the state and local school districts is crucial. The Board affirmed the need to promote individual variation while stressing the collective responsibility for educating all students in Alaska. It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE

ELEMENTARY HEALTH MODEL CURRICULUM GUIDE

The health of a society is determined by the overall well-being of its people. To achieve optimal health an individual needs a breadth of knowledge about health and, more importantly, the motivation necessary to apply that knowledge to daily living. Individuals need to understand that information related to health is changing rapidly and must be validated continuously.

Individuals in Alaska should realize that it is important to assume responsibility for their own health, as well as the health of their family and community. Informed decision-making represents one of the desirable goals for responsible individuals. The quality of health-related decisions made by individuals has implications for the present and future quality of life in the school, community and state.

The major goal of school health education is to provide students with the basic information and experiences they will need to make intelligent decisions and assume responsibility for their physical, social, emotional and environmental health. School health education emphasizes the need for students to establish patterns of living that provide good health and the ability to enjoy life to its fullest.

This Second Edition guide reflects values from both the native and non-native communities of Alaska regarding health, living and community. The content areas foster skills that promote optimal growth of learners, provide opportunities for self-actualization, and motivate values.

The unique challenges and conditions of Alaskan life are addressed as they affect the well being of the individual, the family, the community, and the environment.

As a result of the school health education experience, students educated in Alaskan schools will develop understanding, make decisions, and demonstrate patterns of behavior regarding the following assumptions:

1. Throughout an individual's life, a continuing relationship exists between personal behavior and wellness.

2. The composition of the family takes many forms; the family setting should be the focal point for providing a nurturing environment.

3. Eating patterns are dependent upon interrelationships among physical, social, psychological, economic and cultural factors.

4. Emotional health is influenced by genetic, biological, social, cultural, environmental and ecological factors.

5. Knowledge, understanding, and awareness of one's decision-making capabilities influences the use or misuse of substances (alcohol, drugs, narcotics, tobacco) by individuals.

6. Diseases and disorders have causal factors and to an extent can be prevented, treated, and controlled.

7. Choices made regarding health information, products, and services are affected by one's needs, feelings, values, cultural experiences, knowledge and resources.

8. A safe environment and the ability to deal with emergency situations contribute to wellness.

9. Different types of health resources are needed to promote and protect the health of people in local, state, national and world communities.

10. An environment in ecological balance enhances one's mental, social, and physical well-being.

When developing the local health curriculum documents the curriculum director should work with the teachers and local health care providers to assess characteristics, health needs, and interests of students in relation to the developmental stage at which learning takes place. The learning objectives are developmental and suggest to curriculum personnel the need to design learning experiences which integrate understandings, decision making and positive patterns of behavior.

The guide is written to address each topic/concept area at each grouping of grade levels (1-3, 4-6, 7-8). The district, in its development process, must determine the appropriate grade levels to introduce, reinforce and expand content in order to utilize local circumstances and resources.

Throughout the guide for each topical area, the general topics/concepts are numbered with whole number (e.g., 1.0, 2.0). Sub-topics are then numbered 1.1, etc. The learning objective/outcomes found in the middle column represent a sequential flow of content matter based on students' developmental levels. Outcome numbers correspond to the topic area and proceed sequentially after the decimal (e.g., 2.1.3 follows 2.1.2 and is not equivalent to 2.1.6). In physical education all numbers proceed consistently from grade one through grade twelve. The numbering is designed to facilitate cross referencing to other guides and specific referencing of this guide by district using it.

HEALTH TOPICS/CONCEPTS

PERSONAL/FAMILY HEALTH	GRADE LEVELS: 1-3	4-6	7-8	9-12
1. Personal Health				
1.1 Wellness	x	x	x	x
1.2 Physical Fitness/ Cardiovascular Health	x	x	x	x
1.3 Posture & Body Mechanics	x	x	x	
1.4 Oral Health	x	x		x
1.5 Vision and Hearing	x	x	x	x
1.6 Personal Safety	x	x	x	x
2. Family Health				
2.1 Family Composition	x	x	x	x
2.2 Interpersonal Relations	x	x	x	x
2.3 Gender	x	x	x	x
2.4 Life Cycle	x	x	x	x
2.5 Human Heredity/ Genetic Disorders	x	x	x	x
2.6 Parenting	x	x	x	x
3. Nutrition				
3.1 Food Choices	x	x	x	x
3.2 Food Protection	x	x	x	

HEALTH TOPICS/CONCEPTS

PERSONAL/FAMILY HEALTH	GRADE LEVELS: 1-3	4-6	7-8	9-12
4. Mental-Emotional Health				
4.1 Stability	x			x
4.2 Acceptance of Self and Others	x	x	x	x
4.3 Communication		x		x
4.4 Emotions	x	x	x	x
4.5 Coping with Stress and Anxiety		x	x	x
4.6 Decision-Making	x	x	x	x
4.7 Rest, Sleep and Relaxation		x	x	
5. Use and Misuse of Substances	x	x	x	x
COMMUNITY HEALTH				
6. Diseases and Disorders	x	x	x	x
7. Consumer Health/Community Resources				
7.1 Consumer Health	x	x	x	x
7.2 Community Resources		x	x	x
8. Safe Living and Emergency Care	x	x	x	x
9. Health Careers		x	x	x
10. Environment	x	x	x	x

ELEMENTARY HEALTH

GRADE 1-3

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
1. PERSONAL HEALTH		
1.1 Wellness		
	1.1.1 Comprehend that acting wellness is acting in ways that promote good health and demand a life-long investment.	
		Identify symptoms that indicate wellness (i.e., hearty appetite, energy for play, etc.) and one that might indicate illness (i.e., fever, diarrhea, loss of weight appetite, change in feelings).
		Identify five personal cleanliness habits.
1.2 Physical Fitness and Cardiovascular Health		
	1.2.1 Recognize that regular physical activity, diet, rest and sleep, promote optimal growth and fitness.	
		Identify sleeping and waking times that insure his/her obtaining rest.
		Engage in a regular program of physical activity.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Recognize how he/she feels both during and after activity.
		Relate increased physical activity to the increase of the pulse and breathing rates.
		Tell of ways to prevent cardiovascular disorders.
1.3 Posture and Body Mechanics		
	1.3.1 Understand that posture and body mechanics affect optimal funtioning.	
		Participate in activities which help strengthen the body and contribute to correct posture.
		Discuss benefits of developing correct posture and movement techniques.
1.4 Oral Health	1.4.1 Understand that protection and care of mouth, teeth, gums promote oral health as well as general health and appearance.	
		Demonstrate increased skill in brushing the teeth and gums and using dental floss between the teeth. Identify two alternatives when unable to brush and floss.
		Study effects of high sugar consumption and select snacks that promote oral health (low in sugar).

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Identify the proper times to brush teeth.
		Identify the difference between primary and secondary teeth.
		Identify tools used by the dentist and the dental hygienist.
1.5 Vision and Hearing		
	1.5.1 Explain how eyes and ears must be cared for in order to maintain effective vision and hearing.	
		Identify the five senses and tell how they help us.
		Demonstrate ways to handle sharp objects, toys or games, to prevent injury to eyes.
		Relate procedures to follow in protecting ears and hearing. (i.e., don't stick objects in ears/low volume on music)
1.6 Personal Safety	1.6.1 Define the limits to which other people can act upon his/her body.	
		Differentiate between good touch, okay touch and bad touch.
		Describe who, how and when to tell if a touching problem arises.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Distinguish between touching problems with strangers, adults he/she knows, adults he/she knows very well.
		Demonstrate how and when to trust his/her own feelings.
		Distinguish between public and private parts.
		Practice his/her right to say "no".
		Recognize a bribe, trick, threat, coercion and an adult secret.
2. FAMILY HEALTH		
2.1 Family Composition		
	2.1.1 Understand that the composition of the family takes many forms and each member affects the health of all members of the family.	
		Relate his/her contributions and responsibilities as a family member.
		Illustrate different types of families, nuclear, blended, extended or traditional, and single parent.
		Describe family recreational activities.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	2.1.2 Distinguish the different ways families express love and affection.	
		Identify different ways showing affection.
		Demonstrate ways in which each family member depends on other family members.
2.2 Interpersonal Relations		
	2.2.1 Promote cooperation with family members and others to enhance well-being.	
		Illustrate ways of cooperating with family members and others in work and play.
		Talk about ways to solve conflicts with peers and siblings.
		Identify personal choices made in daily living situations.
	2.2.2 Understand that family members have individual needs.	
		Discuss various needs and wants of family members and how these needs might be met.
	2.2.3 Acknowledge that elders contribute in special ways to the well-being of the community.	
		Explain and give examples of the saying, "old and wise".

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
2.3 Gender	2.3.1 Explain that gender identity and roles are influenced by biological, emotional and socio-cultural factors.	
		Understand that educational opportunity should not limited by gender.
		Choose classroom and recess assignments without regard to sex stereotyping.
		Cite examples of tasks performed by men or women only or by both men and women. Examine the reasons for differences.
2.4 Life Cycle	2.4.1 Understand there are many changes that occur as part of growing up.	
		Compare first, second, and third graders and explain how they are different from one another, i.e., size, strength, interest.
		Describe the various kinds of dependence of people as they grow up.
		Give a physical description of older people he/she knows.
	2.4.2 Understand that cells, tissues, organs and systems work together to form a living being.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Name and recognize the purpose of major organs of the skeletal, nervous, cardiovascular, digestive, and respiratory system, i.e., heart, lungs, stomach/intestine.
	2.4.3 Describe a natural cycle in which all living things grow, may reproduce, and die.	
		Describe the feelings people usually have surrounding loss and death.
		Recognize that the life cycle involves growth, development, aging processes, and death.
2.5 Human Heredity and Genetic Disorders		
	2.5.1 Recognize that heredity is the expression of genetic information passed down from grandparents to him/herself.	
		Identify characteristics of things living/non-living, plant/animal, human/non-human.
		Recognize that each species reproduces its own kind.
		List ways individuals within the species are alike yet unique in appearance, talents, attitudes.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	2.5.2 Comprehend that environment affects the expression of inherited traits resulting in unique individuals.	
		Identify similarities and differences between brothers or sisters.
		Understand offspring (human or nonhuman) may be affected when the mother has not had proper nutrition.
		Describe his/her own personal growth and be able to identify life cycles of other species.
	2.5.3 Know that human characteristics and family traits may appear at birth or develop later.	
		Identify similarities and differences in physical traits within families as evidence that traits are passed from generation to generation.
2.6 Parenting		
	2.6.1 Describe parenting as necessary for the survival and well-being of the young.	
		Discuss love and care that is needed by infants and themselves. Care for small animals in the room.
	2.6.2 Identify choices in parenting that involve personal and cultural considerations.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Describe how families in various cultures care for their young.
		Tell about parenting behavior in animals.
		Identify all the things that a mom or dad do for their children.
3. NUTRITION		
3.1 Food Choices	3.1.1 Agree that food selection is important to well-being.	
		Classify foods including Alaskan native foods according to kinds, food groups, textures, sources, cultures and traditions.
		Explain the importance of variety in the daily diet.
		Name foods seen in a market which contribute to health and enjoyment, identify those grown or raised in Alaska.
		Identify foods that contain caffeine or large amounts of sugar and tell the possible effects of eating these foods.
		Describe individual variations in nutritional requirements at various times.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Prepare and taste simple foods that contain milk and grains.
		Prepare and taste a variety of vegetables.
		Avoid consuming wild plants until given approval by an adult.
		Prepare simple meals, breakfasts, snacks and beverages. (Stress: milk, grains and vegetables).
	3.1.2 Understand that life styles, peers and family resources affect food choices.	
		Select a food and relate the reason for making the choice.
		Compare similar and different foods preferred by ethnic groups.
		Describe the effects of food on a person's performance and behavior.
3.2 Food Protection		
	3.2.1 Examine how the quality and safety of food are influenced by the handling of foods.	
		Discuss safe food storage practices.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Practice cleanliness before handling and storing foods.
		Examine how school-prepared food is assured of being safe to eat.
	3.2.2 Describe why pure food is essential to health.	
		Examine how most cold cuts (bologna, salami, ham, etc.), canned goods, packaged items, and other similar items found in rural stores are assured of being safe to eat.
4. MENTAL-EMOTIONAL HEALTH		
4.1 Stability		
	4.1.1 Understand that emotional stability is influenced by awareness, feelings, and reactions.	
		Identify situations which cause different types of emotional responses.
		List things which are liked or disliked and attach feelings of happiness, sadness and anger to each.
	4.1.2 Celebrate the fact that all people are unique.	
		Show respect for similarities and differences between and among individuals and groups.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Name ways blind, deaf, physically handicapped, and mentally retarded people are like you. i.e., more similarities than differences.
		List unique characteristics of three people he/she knows well.
4.2 Acceptance of Self and Others	4.2.1 Understand that acceptance of self and others is essential to mental and emotional health.	
		Tell five things which make him/her feel good about him/herself.
		State how he/she is important.
		Support positive feelings of others.
		Tell how people throughout their lives are able to contribute to society.
		Explain why the rights and property of others need to be respected.
		Express feelings of acceptance toward people with handicaps.
		Express feelings of acceptance toward gender, handicapped, and national origin.
		Display ability to work with others.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
4.4 Emotions		
	4.4.1 Acknowledge emotions as a normal part of living.	
		Identify common situations which cause emotional reactions and discuss appropriate behaviors.
		Identify a friend and tell about feelings you have when you are with your friend.
	4.4.2 Agree that coping with emotions is important to health, and unresolved conflicts involving self and others will cause stress, anxiety, and differences in behavior.	
		Describe ways to deal with upsetting feelings.
		Talk about what people do to feel better when something frustrating happens.
		Identify safe adults who will help children when they are under stress.
4.6 Decision-Making		
	4.6.1 Recognize the decision-making process helps to reduce stress and anxiety, and gain respect for self and others.	
		Identify choices that help people feel better.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Identify choices made by self and other individuals.
		Identify and define a situation in which a decision is required.
		Identify who to talk with and where to go in order to acquire more information about a situation that requires a decision.
		Identify steps in making a decision.
		Make a choice from alternatives considered.
5. USE AND MISUSE OF SUBSTANCES		
5.1 Use and Misuse of Substances		
	5.1.1 Know that everything making contact with or entering the human body has an effect upon it.	
		Identify products we use daily and tell how they affect the body (i.e., food, shampoo, lotion, aspirin, water).
		Identify gasoline, other petroleum products, and glue as volatile substances which can cause damage to human tissue.
		Demonstrate safety precautions that prevent harmful effects of volatile substances.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	5.1.2 Recognize many drugs are beneficial when used properly.	
		Identify common medications and their uses.
		Tell why it is important to follow explicit directions when using medicine.
		Tell why a doctor's prescription is necessary to obtain certain drugs and why he/she should never take a drug that is not prescribed for him/her.
	5.1.3 Know why substances designed to help us can also be harmful and/or habit-forming.	
		Cite reasons for handling substances only with approval of responsible adult.
		Identify individuals from whom to accept or reject unknown substances (e.g., medications, herbal plants, food, etc.).
	5.1.4 Explain why all household substances should be handled with care and control.	
		Discuss why younger children need special help to ensure they don't ingest harmful substances.
		Identify safe storage areas and demonstrate safe ways of storing and handling a variety of substances, including flammable liquid.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	5.1.5 Analyze why the use of some substances can produce more harm than benefit.	
		Describe why all forms of tobacco are harmful to lungs, throat, heart and mouth.
	5.1.6 Encourage individuals to identify and choose appropriate alternatives to substance use and misuse.	
		Describe positive methods of coping with boredom and loneliness.
		Explain there are people available to help others who may have alcohol problems, and the families of people with alcohol problems.
		Identify three activities which he/she enjoys that do not require any substances.
6. DISEASES AND DISORDERS		
6.1 Diseases and Disorders		
	6.1.1 Understand many factors may contribute to the cause of disease and disorders.	
		Tell two ways of preventing the spread of colds.
		List five common childhood illnesses, one symptom of each and general methods of caring for each. (i.e., impetigo, scabies, lice, pink eye, chicken pox)

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Explain the role of germs in the spread of communicable diseases.
		Explain role of environment in spread of disease (i.e., poverty, bad food and water, poor nutrition, etc.).
	6.1.2 Recognize ways in which diseases and disorders can be prevented and controlled.	
		Describe what might happen if no one were immunized.
		Illustrate personal habits that can promote cleanliness and reduce infection.
		Explain that some diseases take a long time to develop.
		Describe environmental factors promoting health: clean air and water, good housing, nutrition, good working conditions, etc.
7. CONSUMER HEALTH		
7.1 Consumer Health		
	7.1.1 Identify how advertising affects what we buy, thereby affecting our health.	
		Identify commercials which advertise wholesome foods and "junk foods."
		Look at various packages and discuss how they might influence us to buy a product.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	7.1.2 Know when individuals are responsible for their own health and know when to seek help from others.	
		Describe who he/she can ask when in need of reliable health information (parent, teacher, school nurse, doctor village, health aide).
		Tell where a person can be immunized in his/her community (i.e., clinic, hospital).
	7.1.3 Understand that there are people who are specially trained to help us maintain our health.	
		Identify how health education helps us keep ourselves healthy.
		Describe how a hospital is a place designed to give professional medical help to people who are sick or injured.
		Identify what a nurse (health aide, doctor, and/or dentist) would do during a regular checkup.
		Identify his/her school nurse and tell how he/she helps maintain health at school.
		Identify what doctors and nurses do at the hospital.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Tell how the dentist and dental hygienist help.
	7.1.4 Identify itinerant health resources that are available in his/her community.	
		Name the public health nurse/nurses aide/village health aide, community health educator.
		Describe what the public health nurse does while he/she is in the community.
	7.1.5 Understand that choices of health information services and products are affected by one's values and cultural experiences.	
		Describe family/traditional remedies.
		Describe feelings about visiting a doctor and a dentist.
8. SAFE LIVING AND EMERGENCY CARE		
8.1 Safe Living and Emergency Care		
	8.1.1 Be prepared to act effectively in times of emergency.	
		Recognize the difference between emergency and non-emergency situations: name truly life-threatening emergencies.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Identify steps to take in different emergencies.
	8.1.2 Recognize medical personnel and other safety workers help to make the community a safer place.	
		Identify safety helpers, such as policemen, VPSO, firemen, state troopers, EMT's, and paramedics.
		Memorize address and phone number of parents or caregiver.
		Demonstrate how to use a telephone, radio or CB to call for help; know the local emergency number or procedure.
		Demonstrate proper care for minor cuts, scrapes, bites, bruises.
		Describe the roles of ambulance drivers and EMT's.
		Explain the importance of having a lifeguard in a community pool or outdoor public swimming area.
		Suggest what might happen if no one performed the duties of a lifeguard.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	8.1.3 Understand that safety and first aid help reduce injuries, prevent further injury and save lives.	
		Recognize if a conscious victim is choking and demonstrate how to help and get help.
		Demonstrate what to do if clothes catch on fire (.i.e., stop, drop, and roll).
		Describe what to do if someone were accidentally poisoned.
	8.1.4 Demonstrate actions that prevent injuries; few are "accidental."	
		Road safety Discuss factors that might have caused a fall, an auto collision, a boat to capsize.
		Demonstrate how to cross the street safely in various weather conditions.
		Demonstrate how to obey traffic signals or cross streets without traffic signals.
		Demonstrate how to walk on rural roads and on ice safely.
		Wear a seat belt whenever riding in a vehicle.
		Describe how alcohol abuse contributes to accidents.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Learn traffic rules that apply to bicycles and pedestrians.
		Practice safety rules for boarding, leaving, and riding on school buses when appropriate.
		List hazards of riding bikes when cars or trucks are present.
		Explain hazards of riding ATV's.
		Explain why bright clothes, reflectors, safety flaps are important when riding a bike.
		Identify the stop sign, railroad crossing, curve sign, pedestrian crossing sign and traffic light.
		Home safety Identify common household substances which are poisonous if eaten/inhaled. State how to seek help if poisons are inhaled or ingested.
		Identify tools that should only be used with adult supervision.
		School safety Demonstrate appropriate school behavior during school emergency drills.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		List and practice playground safety rules.
		List and practice safety rules in the halls, cafeteria, classroom and on the bus.
		Fire safety Understand how a smoke detector works, where it is placed.
		Participate in fire drills and demonstrate understanding of rules at home and at school.
		Demonstrate the steps needed to report a fire.
		Firearm safety Explain why firearms are dangerous and should only be used under the supervision of qualified adults.
		Protection from the environment Demonstrate the choice of appropriate clothing for various activities (i.e., school, play, boating).
		Demonstrate how to dress in layers for maximum warmth.
		Name four main areas of body heat loss that must be protected.
		Interpret a wind chill chart.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Demonstrate how to walk and protect face and hands from cold or severe winds.
		Explain and recognize signs of hypothermia and frostbite in self and others and what to do about it.
		Recognize unsafe areas and conditions for walking on ice, i.e., river ice, shore ice, lake ice.
		Airport runways/safety Explain why it is dangerous to play on runways and near runway maintenance equipment.
		Holiday safety Describe dangers and ways to prevent injuries at various holidays (i.e., Halloween, Christmas, Fourth of July, etc).
		Animal safety Discuss when to stay away from animals (i.e., unfamiliar animals, animals fighting, animals in heat, watch dog, wild animals, etc.).
		Know who to contact in case of animal bite or if injured or sick animal is encountered.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Personal safety Explain what to do when approached by a stranger. Recognize potentially dangerous situations involving relatives, friend of families, neighbors, etc., and personal touching, physical and emotional abuse. Recognize what types of situations are risk-taking for him/herself. Describe who, how and when to tell if a problem arises. Recognize the difference between good touching and bad touching. Water safety Discuss how both thermal insulation and flotation are essential for survival in cold water. Identify PFD's that also provide thermal insulation in four major heat loss areas. Demonstrate non-swimming rescue techniques (i.e., throwing an object, using an extension, etc.). Describe the buddy system in water safety.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
10. ENVIRONMENT		
10.1 Environmental Health		
	10.1.1 Comprehend an interrelationship exists between health and environmental quality.	
		Examine effects of air and water pollution in urban and rural areas.
		Tell about things in the environment that affect a person's health.
		Explain how crowded and uncrowded conditions can affect the way he/she feels.
	10.1.2 Accept that maintaining a safe and healthful environment is a shared responsibility of the individual, family and society.	
		List ways that natural resources can be depleted (e.g., water, heating oil, gas, electricity).
		Cite instances where people maintain their environment in a healthful way.
		Indentify everyday activities which affect our environment: i.e., cars, littering, woodstoves, fluorocarbons, etc.

ELEMENTARY HEALTH

GRADES 4-6

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
1. PERSONAL HEALTH		
1.1 Wellness		
	1.1.2 Use personal habits that promote health and well-being.	
		Relate how health is affected by daily health practices and by prompt attention to symptoms of illness.
		Practice personal cleanliness with regular steam bath, showers and clean clothing.
	1.1.3 Comprehend that wellness demands a life-long investment.	
		Explain how his/her current habits will promote continued good health.
1.2 Physical Fitness and Cardiovascular Health		
	1.2.2 Show how regular physical activity, rest, and sleep promote optimal growth and fitness.	
		Demonstrate exercises that help develop flexibility and strength.
		Determine his/her strength and flexibility.
		Describe how benefits of aerobic activities improve muscle tone and cardiovascular fitness.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Participate in aerobic activities and determine his/her heart rate and level of cardiovascular fitness.
		Identify the skin fold caliper as a simple method of determining body fat and determine his/her percentage of body fat.
		Discuss the relationship between body fat in terms of energy expenditure and food intake.
1.3 Posture-Body Mechanics		
	1.3.2 Practice appropriate posture and body mechanics that affect optimal functioning.	
		Follow proper procedures in lifting and carrying objects.
		Describe ways the skeletal and muscular systems affect posture and health.
1.4 Oral Health		
	1.4.2 Promote dental health habits that prevent the development of oral disorders.	
		Discuss how smokeless tobacco, snuff or chewing can cause dental problems and/or cancer.
		Describe how prevention of dental diseases is related to nutrition.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Identify foods which lead to the production of plaque.
		Describe techniques for cleaning teeth when it is not appropriate or possible to brush or floss.
1.5 Vision and Hearing		
	1.5.2 Explain how eyes and ears must be cared for in order to maintain effective vision and hearing.	
		Explain why ears should be covered in cold weather.
		Identify sources of excessive noise which may be injurious to hearing.
		Report on the symptoms and causes of otitis media.
		Explain why some eyes need corrective lenses and how corrective lenses aid vision.
1.6 Personal Safety		
	1.6.2 Differentiate among situations and actions that may threaten the personal safety of children.	
		Examine situations he/she participates in which are risk-taking and predict the possible consequences of such behavior.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Differentiate between good touch, and bad touch.
		Describe who, how and when to tell if a touching problem arises.
		Distinguish between touching problems with strangers, adults he/she knows, adults he/she knows very well.
		Demonstrate how and when to trust his/her own feelings.
		Distinguish between public and private parts.
		Use stories or role play to discuss situations and solutions where the child may have no control, but be at risk, i.e. subject to physical abuse or neglect.
		Understand that to physically/sexually abuse and/or neglect children is illegal, and should be reported to authorities appropriate to his/her town.
		Practice his/her right to say "no".
		Recognize a bribe, trick, threat, coercion and an "adult secret".

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Apply the factors in identifying, preventing and responding to sexual and physical abuse through scenario and role play methods.
2. FAMILY HEALTH		
2.1 Family Composition	2.1.3 Compare the many forms of a family unit and how each member affects the health of all members of the family.	
		Identify responsibilities and contributions of a child to a family unit.
		Brainstorm and discuss the impact of individual family members upon the health decisions of other members.
		Role play and discuss ways of resolving problems between brothers and sisters in a family unit.
	2.1.4 Identify how elders contribute to the well-being of the community.	
		Ask an elder to speak to class about the role of family members.
		List what an elder can offer another person, family and community.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	2.1.5 Comprehend why families may differ with respect to rules, customs and economic conditions.	
		Discuss the variety of rules established by different families.
		Discuss how different families have different customs and where they originated.
	2.1.6 Acknowledge that different kinds of situations require adjustments by family members.	
		Brainstorm and discuss problems that call for families to make adjustments, e.g. divorce, loss of job, illness.
		Identify possible differences in blended family roles, and ways to cope with relationships.
2.2 Interpersonal Relations		
	2.2.4 Demonstrate how understanding and respecting others will enhance one's interpersonal relationships.	
		Discuss the characteristics of a friend.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The learner will:	
		Investigate why standardized "manners" exist and identify behaviors which reflect good manners.
		Demonstrate supportive and respectful attitudes toward individual family members, regardless of age.
		Compare and contrast attitudes within different cultures concerning aging.
2.3 Gender	2.3.2 Understand that gender identity and roles are influenced by biological, emotional and socio-cultural factors.	
		Explore a wide range of family roles and future career opportunities for both sexes.
		Identify how boys and girls are similar and different.
2.4 Life Cycle		
	2.4.4 Analyze how cells, tissues, organs and systems work together to form a living being.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Investigate the major systems of the body and how they interact with each other.
		Describe how the cell is the basic unit of living things.
	2.4.5 Describe how body systems perform specific functions.	
		Describe the structures and functions of the muscular and skeletal systems.
		Explain how systems change as people mature.
	2.4.6 Comprehend how life comes from life through the process called reproduction.	
		Name, identify and explain the function of the reproductive organs of the body.
		Describe how fertilization occurs or is prevented.
		Describe how an unborn baby develops.
	2.4.7 Expect a dynamic relationship between physical and emotional changes through major life stages.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Illustrate ways that children change physically, emotionally and socially as they go through adolescence.
		Express feelings about what "growing up" means.
		Explore typical concerns of maturing pre-adolescence that result from rapid physical changes.
2.5 Human Heredity and Genetic Disorders		
	2.5.4 Investigate how environment and heredity interact to influence the development of living organisms.	
		Differentiate between traits that are inherited and acquired.
		Identify ways that various individuals and population groups differ in their expression of human characteristics.
		Identify some inherited characteristics that contribute significantly to an individual's health status.
		Identify environmental factors that affect inherited characteristics and health.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	2.5.5 Comprehend that individuals and societies face psychological, economic, and ethical consequences caused by genetic conditions, and that the medical advances are being made to identify and treat them.	
		Discuss newest "miracle" treatments that are reported in newspapers and magazines.
2.6 Parenting	2.6.3 Anticipate major choices associated with the parenting role, which involve personal and social considerations.	
		Discuss social and economic implications of family choices, e.g. where to live, number of children, etc.
		Identify the characteristics of responsible parenting.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
3. NUTRITION		
3.1 Food Choices	3.1.3 Defend food selection as important to well-being.	
		Identify differences in plant and animal food sources.
		Recognize a variety of foods containing fiber and tell why fiber is important.
		Explain how school lunch could contribute to individual health.
		Keep and analyze a 7-day food log for him/herself and make suggestions for change.
		Discuss the importance of limiting salt, sugars and fats in diet and propose a schedule for reducing them in his/her diet.
		Plan and prepare simple meals that include foods from all four food groups.
		Relate the importance of water to health.
3.2 Food Protection	3.2.3 Recognize that the quality and safety of foods are influenced by handling, processing and preparations of foods.	
		Interview an elder about how "subsistence food" is made safe for consumption.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Describe how food is insured safe by people who work to protect our food, i.e., inspectors, food workers, etc.
		Explore how food ordered by mail can be acquired safely.
		Explain how home canned and Alaskan foods (e.g. smoked fish, seal, caribou) can be kept safe for eating.
4. MENTAL - EMOTIONAL HEALTH		
4.2 Acceptance of Self/Others		
	4.2.2 Know, how liking and understanding oneself, making friends and getting along with others are essential to good health.	
		Identify three things about yourself that are valuable.
		Recognize peer pressure situations and possible ways to handle the pressure.
		Practice appropriate refusal skills.
		Demonstrate how to cooperate and share in group situations.
		Identify the worth and contributions of members of various ethnic and racial groups.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Discuss ways that rest, nutrition and exercise affect well-being, and explain how they also affect self esteem.
		Describe methods for enhancing the self-esteem of others and explain how helping others feel good about themselves helps him/her to feel good also.
	4.2.3 Relate positively to exceptional people, particularly the handicapped.	
		Identify the range and types of exceptional people (i.e., gifted, handicapped, elderly) and the characteristics which set them apart from the norm.
		Cite special needs and contributions of handicapped people.
4.3 Communication	4.3.1 Use effective communication to increase one's feelings of worth and acceptance.	
		Resolve situations where he/she might want to avoid trouble.
		Use assertion skills in conversations.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Demonstrate the significance of the following in effective communication: - non-verbal actions/gestures - questions - compliments - points of agreement and disagreement
	4.3.2 Recognize traditional and/or contemporary elements of communication in conversation.	
		Formulate compliments, questions for information, statements of agreement and disagreement and time for response in simulated conversations.
4.4 Emotions	4.4.3 Agree that emotions influence actions and behavior.	
		Identify how situations may change emotions.
	4.4.4 Recognize that personal change in life is normal.	
		Describe how he/she has changed and how he/she anticipates changing in the next few years.
		Discuss how personal change can be planned or unplanned.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
4.5 Coping with Stress and Anxiety		
	4.5.1 Expect individuals to react differently to stressful situations and vary in their ability to adjust to the demands of living.	
		Describe general physical responses to stress.
		Identify two common stressors and ways to combat each.
		Explain how stress can be useful and helpful in achieving his/her goals.
4.6 Decision Making	4.6.2 Support the decision-making process to help reduce stress and anxiety, and gain respect of self and others.	
		Listen to elders tell how everyday decisions are made.
		Relate choices to short-term and long-term consequences.
		Distinguish between the approach and steps used in traditional and contemporary decision making.
		Apply a decision-making process to a health related decision.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
4.7 Rest and Relaxation		
	4.7.1 Understand how adequate rest and relaxation reduces the stress of fatigue and tension and allows the body to repair and revitalize itself.	
		Explain how "cabin fever" contributes to stress and demonstrate five methods to alleviate it. Illustrate individual differences and needs for rest, sleep and relaxation.
5. USE AND MISUSE OF SUBSTANCES		
5.1 Use and Misuse of Substances		
	5.1.7 Examine everything making contact with or entering the human body to observe the effect upon it.	
		Tobacco Trace the path of tobacco smoke in the body and identify how different properties of smoke affect various organs. Report on the effects of smoking and chewing tobacco upon appetite, breathing rate, heart rate, blood pressure, body temperature. Graph and compare lung cancer death rates for smokers and non-smokers.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Explain how the incidence of emphysema, heart disease, bronchitis and stomach ulcers is greater among smokers than non-smokers. Explain the harmful effects of secondary/passive smoking. Alcohol Identify the physiological affects of alcohol on the body and the brain. Examine the stages of alcoholism and its effects on the individual and the family. Investigate the relationship between alcohol use and incidence of bodily injuries including suicide attempts. Drugs Differentiate between the use and misuse of prescription and non-prescription medications. Analyze the effects and hazards of common substances used by youths.
	5.1.8 Support the concept that all potentially harmful substances should be handled with caution.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Explain the necessity of following directions for using and handling prescription and over-the-counter drugs.
	5.1.9 Encourage individuals to choose appropriate alternatives to the use and misuse of substances.	
		Identify two people whom he/she admires who do not smoke or drink and describe their interests and hobbies.
		Identify the kinds of problems students are likely to face and brainstorm solutions.
		Discuss some of the social-community related problems connected with the misuse of alcohol.
	5.1.10 Understand that the use and misuse of substances is an independent decision which is made on the basis, of an individual's values and needs.	
		Describe how values influence personal decisions to use or not use specific substances.
		Explain the meaning of use, misuse and abuse of drugs and include factors such as intention, moderation and responsibility.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Explain the customs and rules of the family, the school and the community regarding the use of substances.
6. DISEASES AND DISORDERS		
6.1 Diseases and Disorders		
	6.1.3 Apply factors that may contribute to the cause of disease and disorders.	
		Classify environmental factors that may cause chronic diseases and disorders.
	6.1.4 Recognize there is a variation in the extent to which diseases and disorders can be prevented and controlled.	
		Discuss methods for prevention and treatment of communicable diseases.
		Discuss lifestyle habits which contribute to heart disease and cancer.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
7. Consumer Health		
7.1 Consumer Health	7.1.6 Agree that advertising often affects what we buy.	
		Evaluate the words and pictures on food packages.
		Compare and contrast the cost of various foods with their nutritional value.
	7.1.7 Utilize consumer health practices that involve wise judgements and foster the selection of health information, products and services that promote health.	
		List products that affect health and classify these products as beneficial or harmful.
		Discriminate between reliable and unreliable sources of health information.
	7.1.8 Recognize that attitudes, family patterns, and nature influence selection and use of health information, products and services.	
		Determine which factors influence the selection of health products among his/her group.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	7.1.9 Utilize certain agencies and organizations that serve, protect and inform the consumer.	
		Define the roles of such organizations as the Food and Drug Administration, the Better Business Bureau and the Alaska Attorney General's Office of Consumer Fraud.
7.2 Community Resources		
	7.2.1 Recognize that community resource planning affects health.	
		Explain ways that community health agencies cooperate in addressing needs of special groups such as handicapped persons, elders, minorities, women, children.
		Identify community health problems and identify local and state agencies that could provide services to address them.
8. SAFE LIVING AND EMERGENCY CARE		
8.1 Safe Living and Emergency Care		
	8.1.5 Be prepared to act effectively in times of emergency.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		First Aid Demonstrate proper care for cuts, scrapes, shock, sprains, breaks and hypothermia. Demonstrate how to check for ABC's (airway, breathing, and circulation). Demonstrate how to clean airway and do mouth to mouth breathing. Correctly contact the poison control center and tell how to follow directions given by the poison control center. Demonstrate how to stop heavy bleeding. Earthquake Safety Demonstrate earthquake safety procedures. Apply proper procedures when facing the possibility of upcoming tsunamis. Fire Prevention and Escape Demonstrate how to use a fire extinguisher. List common causes of home fires and explain how they can be prevented. Explain proper use and maintenance of wood stoves.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Bike Safety Demonstrate how to check that a bike or snowmobile is in safe operating condition. Explain the relationship between speed and safety in traffic. Demonstrate proper hand signals and respond appropriately to signs while riding a bicycle.
		Pedestrian Safety Cite specific guidelines for safe behavior as a pedestrian.
		Firearm Safety List basic safety precautions pertaining to the use of firearms. Demonstrate hunter safety rules.
		Babysitting Apply the safety considerations for effective babysitting to a simulated situation.
		Airport Runways Describe the consequences of playing in various restricted areas.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Motorized Vehicle Safety Describe safe off-road procedures (i.e., speed, number of passengers, protective gear, etc.) for snowmachines, and all terrain vehicles. Demonstrate safe riding skills and evaluate proper clothing for riding these vehicles. Recreational and Sports Safety Describe rules related to skiing, camping and hiking. Cite rules that protect people when playing sports. Identify protective sports equipment and tell how it works. Water Safety Describe rules related to boating, fishing and swimming. Demonstrate how to load a small boat safely. Demonstrate cold water flotation and survival techniques, including HELP and HUDDLE positions.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Cold Weather Safety Demonstrate how to build a fire and keep it going. Recognize signs of hypothermia and frostbite in self and others and what to do about it. Demonstrate how to insulate against four major areas of heat loss. Demonstrate safety procedures for working in ice/snow. Demonstrate basic ice/snow rescue procedures. Demonstrate cold weather survival/emergency skills (e.g., power outage, no heating fuel, getting lost, etc.) List "7 Steps to Survival" and examples of each step. Personal Safety Examine situations he/she participates in which are risk-taking and state the possible consequences of such behavior. Differentiate between good touch, okay touch, and bad touch.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Describe who, how and when to tell if a touching problem arises.
		Distinguish between touching problems with strangers, adults he/she knows, adults he/she knows very well.
		Demonstrate how and when to trust his/her own feelings.
		Distinguish between public and private parts.
		Practice his/her right to say "no".
		Recognize a bribe, trick, threat, coercion, and an adult secret.
		Apply the factors in identifying, preventing and responding to sexual and physical abuse through scenario and role play methods.
9. HEALTH CAREERS		
9.1 Health Careers	9.1.1 Identify the wide range of opportunities that exist for careers in health.	
		Identify health workers who have made contributions to society.
		Describe the requirements and preparation for several health careers.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
10. ENVIRONMENT		
10.1 Environment	10.1.3 Recognize that life depends on clean air and water.	
		Describe the causes and control of pollution (particularly air and water).
		Explore the impact of volcanic eruptions and earthquakes upon the environment and people's health.
	10.1.4 Analyze natural environmental conditions that affect health.	
		Identify ecological conditions that may alter a healthful and safe environment.
		Evaluate the effectiveness of sewage and garbage disposal in treating waste problems.
	10.1.5 Apply knowledge that excessive noise affects well-being.	
		Explain how excessive noise can affect how we feel and act.
	10.1.6 Recognize that excessive radiation can alter the balance in nature and affect human health.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Identify natural and artificial sources of radiation and describe how radiation affects health and well-being.
	10.1.7 Support and maintain that a safe and healthful environment is a shared responsibility of the individual, family and society.	
		Explain how pollution affects our well-being.
		Explain arctic haze and how that form of pollution affects Alaska.
		Recognize which natural resources are being used faster than they can be replenished.
		Report what natural resources are found in or near his/her community.
		Explore ways that their community can deal with hazardous waste disposal.

ELEMENTARY HEALTH

GRADES 7-8

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
1. PERSONAL HEALTH		
1.1 Wellness		
	1.1.4 Distinguish how personal health practices promote good physical, social and emotional health.	
		Describe self care skills (care of clothing, meal preparation, exercise, etc.)
		Relate the importance of physical appearance/cleanliness to acceptance by peers.
	1.1.5 Accept that wellness demands a life-long investment.	
		Develop a two month personal wellness project and complete it. Describe the concept of wellness, in terms of traditional/ contemporary ways of thinking.
1.2 Physical Fitness and Cardiovascular Health		
	1.2.3 Analyze how regular physical activity, rest, diet and sleep promote optimal growth and fitness.	
		Examine the importance of physical activity among members of his/her peer group.
		Explain the impact of regular exercise and good nutrition on body systems.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	1.2.4 Categorize the way people of all ages may be afflicted with cardiovascular disorders.	
		Analyze heart, lung and circulatory disorders and the effects on the cardiovascular system when a component fails.
		Explain why certain people are at greater risk for heart disease than others.
		Calculate target heart rate and apply of target heart rate to exercise.
		Determine recovery heart rate and relate its implications for assessment of cardiovascular fitness.
1.3 Posture and Body Mechanics		
	1.3.3 Value correct posture and body mechanics for their effect on optimal body functioning.	
		Utilize the "buddy system" to coach good posture techniques.
		Identify common postural defects and conditions; evaluate activities to correct postural defects.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
1.5 Vision and Hearing		
	1.5.3 Examine ways eyes and ears must be cared for in order to maintain effective vision and hearing.	
		Research known effects of commonly recurring loud noises that damage hearing over time, e.g. guns, machinery and loud music.
		Demonstrate ways to reduce noise and protect hearing under various situations.
1.6 Personal Safety		
	1.6.3 Improve his/her ability to integrate personal safety techniques in a wellness oriented lifestyle.	
		Describe potential sexual abuse situations where the offender is a stranger, casually acquainted with the victim, or well known to the victim.
		Demonstrate how to respond when sexual or physical abuse has occurred, who to tell, and how to support others who have been abused.
		Demonstrate his/her knowledge of self defense options and assertive behavior.
		Recall procedures to identify and locate help for cases of child abuse/neglect.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
2. FAMILY HEALTH		
2.1 Family Composition		
	2.1.7 Analyze the various forms of a family and how each member affects the health of all members of the family.	
		Compile a profile of characteristics of happy families.
		Cite parent behavior that influences successful child-rearing.
		Compare family structure between minority cultures and the dominant culture.
	2.1.8 Accept that a sense of community can exist in both traditional and contemporary settings.	
		Research cultures where elders are highly valued as a significant asset to the family/community well-being.
	2.1.9 Value the adaptability of family and community life differs which respect to rules, customs and economic conditions.	
		Compare the roles of family members and the concepts of community in rural Native Alaska and urban Alaska.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	2.1.10 Analyze the roles of elders in the family.	
		Listen to an elder speak about the importance of the community past and present.
2.2 Interpersonal Relations		
	2.2.5 Apply the capacity to adjust to, understand and respect others.	
		Relate how others contribute to personal, family or community well-being.
		Recognize that we learn to love through loving experiences with family members and friends.
		Consider stages of grief and ways of dealing with separation, divorce and death.
		Recognize the various stages in the life cycle and the effect of each on family members and interpersonal relationships.
	2.2.6 Accept that mutual rights and responsibilities influence our relationship with others.	
		List responsibilities which accompany specific social activities (i.e., potlatches, holidays, outings with friends) and consequences of neglecting these responsibilities.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Explain the function of dating in the life cycle and describe his/her feelings about social activities.
2.3 Gender		
	2.3.3 Separate gender identity and roles that are influenced by biological, emotional and social-cultural factors.	
		Investigate how masculinity/femininity is influenced by culture and history.
2.4 Life Cycle		
	2.4.8 Assess how human sexuality and responsible sexual behavior have significant implications both for the individual and society.	
		Describe the process of the reproductive system in the development of a new life.
		Illustrate ways in which emotional and psychological growth accompanies physical maturation.
		Describe birth control methods, their purposes, their appropriateness, advantages and disadvantages.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Describe alternatives to and assistance for pregnancy.
		Relate feelings, knowledge and decisions about sexual behavior (i.e., sexual activity) to personal, familial and societal values, responsibilities and consequences.
2.5 Human Heredity and Genetic Disorders		
	2.5.6 Analyze how environment and heredity interact to affect the expression of inherited traits.	
		Identify environmental factors that may act on inherited characteristics before conception, during pregnancy, after birth, and during later life.
		Determine the effects of alcohol, tobacco, drugs and other environmental factors on the development of the fetus.
	2.5.7 Identify genetic disorders and diseases that can be prevented, predicted, diagnosed or treated.	
		Identify information prospective parents should have about the prevention, treatment, prediction, and diagnosis of genetic conditions before conception, during pregnancy, and in the infant, child and adult.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		List sources for information, testing, and interpretation of genetic information for prospective parents.
	2.5.8 Apply information about genetic disorders and birth defects to decisions about childbearing.	
		Discuss genetic disorders which occur in various population groups.
2.6 Parenting		
	2.6.4 Relate parenting choices to personal, social and economic considerations.	
		Assume roles of young unmarried mother or father and write a personal journal.
		Discuss issues of child development and their relationship to parenting.
		Identify sources of support for troubled parents. Brainstorm list of considerations that need to be addressed before choosing pregnancy.
3. NUTRITION		
3.1 Food Choices	3.1.4 Promote wise food selection as important to well being.	
		Evaluate daily food choices in terms of recommended nutritional needs and costs.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Explain the functions of water in the body. Identify the dangers and misconceptions inherent in fad diets.
		Recognize that safe weight loss involves increased physical activity and a decrease in food intake.
		Identify foods high in each of the following: fat, cholesterol, sodium, sugar and describe how they may affect health. Describe techniques for minimizing his/her consumption of these substances.
		Determine package nutritional content by reading labels.
		Illustrate the customs, traditions and historical influences of different cultures on personal food choices.
		Plan meals for different age groups using the food groups as a basis for the plan.
3.2 Food Protection		
	3.2.4 Identify how the quality and safety of foods are influenced by how food is handled, processed and prepared.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Specify practices that affect food quality, such as food storage, methods of preparation and contamination, giving particular attention to home processing methods (i.e., canning, drying, salting, etc.).
4. MENTAL-EMOTIONAL HEALTH		
4.2 Acceptance of Self/ Others		
	4.2.4 Demonstrate a healthy knowing, liking and understanding of oneself, and how to make friends and get along with others with others.	
		Identify three things you like about yourself.
		Identify people who can help him/her with problems.
		Discuss ways in which feelings of empathy and respect influence behavior toward others.
		Describe social behaviors which contribute positively to friendships and relationships with others.
	4.2.5 Describe how peers can have both positive and negative influences upon an individual.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Recognize peer pressure and the possible positive and negative effects on the individual.
		Identify and practice refusal skills.
		Display positive leadership practices.
	4.2.6 Apply effective communication to increase one's feelings of worth and acceptance.	
		Apply appropriate traditional and contemporary elements of verbal and non-verbal communication rules to a group conversation.
4.3 Communications	4.3.3 Use effective communication techniques to increase interpersonal influence and reduce stress.	
		Role play common non-verbal communication techniques.
		Use clear verbal and non-verbal communication when addressing differences in opinion or belief.
4.4 Emotions	4.4.5 Anticipate personal changes in life as normal.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Identify the emotions that are commonly associated with the challenges and changes of adolescence.
		Identify emotions associated with separation/divorce/adoption.
		Analyze typical emotional reactions to stressful situations and describe alternative methods of expression.
4.5 Coping With Stress and Anxiety		
	4.5.2 Expect individuals to react differently to stressful situations and vary in how they adjust to the demands of living.	
		Cite a personal action taken to reduce stress caused by peer pressure.
4.6 Decision Making		
	4.6.3 Use the decision making process to help to reduce stress and anxiety and gain respect of self and others.	
		Assess factors in making choices and consider the effects of such choices on a person's future.
		Apply both traditional and contemporary forms of decision making to a health related problem.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
4.7 Rest, Sleep and Relaxation		
	4.7 2 Value adequate relaxation, rest and sleep as methods to reduce the stress of fatigue and tension.	
		Identify the relationship between managing stress, getting proper rest, creating positive feelings and maintaining wellness.
		Establish priorities in his/her life to maintain a balance of work, recreation, school and sleep.
5. USE AND MISUSE OF SUBSTANCES		
5.1 Use and Misuse of Substances		
	5.1.11 Accept that everything making contact with or entering the human body has an effect upon it.	
		Describe and discuss symptoms of drug use that indicate an interference with normal body functioning.
		Explain why potentially harmful substances should be treated with consideration and caution.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	5.1.12 Avoid certain substances that should be handled with extreme caution.	
		List factors considered by a physician when prescribing medicine.
		Describe the effects of tobacco on the body. Explain how secondary smoke can be harmful.
		Research the interests of the tobacco industry.
		Distinguish ways the media influences decisions about smoking. Explain the effects of alcohol on the body, especially the brain. Report on fetal alcohol syndrome and its effects on the unborn fetus.
	5.1.13 Accept that the use and misuse of alcohol/drugs is an independent decision which is made on the basis of values and needs.	
		Discuss ways of acting consistently with a positive value system while under pressure of peers to use or not use alcohol.
	5.1.14 Promote the individual's right to determine and choose appropriate alternatives to use and misuse of substances.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Describe how values influence personal decisions to use or not to use specific substances. Discuss the impact of drug misuse in the following situations: family relationships, future careers, school, financial demands, etc. Discuss factors that contribute to acceptable/unacceptable use of alcohol. Explain why certain villages have become "dry villages" and compare them to "wet villages" under the Alaska Local Option Law. Use local and national news clippings to graph the problems caused by irresponsible use of drugs/alcohol/tobacco. Research the Alaska Bureau of Vital Statistics and Department of Public Safety Statistics to determine percentage of injuries and deaths influenced by alcohol.
6. DISEASES		
6.1 Diseases and Disorders		
	6.1.5 Analyze the many factors that contribute to diseases and disorders.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Identify and recognize the symptoms of the diseases and disorders causing the highest death rates among selected populations.
		Cite lifestyle factors that might contribute to a high death rate among selected populations.
		Describe the infectious disease cycle and explain methods for controlling infectious diseases for which there is no available immunization.
		Explain why certain behaviors which can cause poor health, i.e., fad dieting, over-eating, lack of exercise, lack of sleep, etc.
7. CONSUMER HEALTH		
7.1 Consumer Health	7.1.10 Accept that individuals are responsible for their own health and for knowing where to seek help from others.	
		Identify health problems common to his/her age group and list qualified professionals available treat these problems.
	7.1.11 Judge, select and utilize health information, products and services.	

156

157

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Differentiate various types of health professionals and allied health personnel (such as the pharmacist) on the basis of the services they provide.
		Classify different agencies with responsibilities to protect consumer health.
	7.1.12 Evaluate the criteria used for the selection and utilization of health information, products and services.	
		Analyze the impact of advertising on the selection of health products and services.
		List factors to consider when selecting, buying and using health products.
7.2 Community Resources		
	7.2.13 Describe how the health of the community a shared responsibility of the individual, the family and the community.	
		Describe existing school and community health problems, possible causes and solutions or preventative measures.
8. SAFE LIVING AND EMERGENCY CARE		
8.1 Accident Prevention and Emergency Health Services		
	8.1.6 Be prepared to act effectively in times of emergency, including life-threatening situations.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		First Aid Demonstrate the steps in providing basic first aid and principles of CPR. Demonstrate how to use the Heimlich Maneuver for choking victims. Water rescue Suggest precautionary measures for winter and water recreational activities and describe procedures to follow in case of a winter accident and a cold water drowning or near drowning (i.e., falling through ice). Demonstrate non-swimming rescue techniques (i.e., throwing an object, using an extension, etc.). Demonstrate safety precautions to take for playing on ice. Airport Runways Identify special helicopter safety rules. Vehicles Evaluate the benefits of safety devices in vehicles and in highway construction (i.e., helmets, seat belts, etc.). Demonstrate safe riding skills for ATVs and snowmobiles, where appropriate.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Fire Prevention Develop and use fire escape plans for his/her family. Know how to check a smoke detector. Survival/Cold Weather Safety Recognize signs of hypothermia and frostbite in self and others and how to avoid and treat it. Review principles of preventing heat loss. Review cold weather survival techniques. Demonstrate how to build a survival shelter in local terrain and weather and how to assemble a personal survival kit. Demonstrate cold weather survival skills for power outages, lose of heating fuel, working or driving on ice, getting lost, avalanches, spring ice breakaways, etc. Interview local Search and Rescue organization for rules to follow if lost.
9. HEALTH CAREERS		
9.1 Health Careers	9.1.2 Discover that a wide range of opportunities exist for careers in health.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Describe the requirements and preparation for various types of health careers.
10. ENVIRONMENT		
10.1 Environmental Health		
	10.1.8 Analyze the relationship between human health and environmental quality.	
		Examine the relationship between the quality and the condition of the environment and the way a person feels.
		Discuss how technology both positively and adversely affects society's health.
		Explain the impact of acid rain and arctic haze on air and water quality in Alaska.
	10.1.9 Support maintenance of a safe and healthful environment which is a shared responsibility of the individual, family and society.	
		Investigate and evaluate the storage and disposal of solid wastes, flammables and other wastes in his/her community.
		Describe how people waste certain energy resources (i.e., electricity, water, heating oil, gas) and show ways to conserve on these energy sources.

HISTOGRAMS

ACKNOWLEDGEMENTS (Editions I/II)

MODEL
CURRICULUM
GUIDE
PROJECT

Subject: Health
Course: All
Level: Primary
Grade(s): K-3
Date: 6/26/86

PERCENTAGE OF
EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	0	0	
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	41	84	**********
3.00 Application	2	4	**
4.00 Analysis	0	0	
5.00 Synthesis	0	0	
6.00 Evaluation	0	0	
SUBTOTAL	43	88	
AFFECTIVE	5	10	*****
PSYCHOMOTOR	1	2	*
Not Classifiable	0	0	
TOTAL	49	100	

ALASKA MODEL CURRICULUM GUIDES

HISTOGRAM

This histogram of the cognitive levels of the learning objectives/outcomes is provided for the Alaska Model Curriculum Guides. The histogram is a bar graph that shows the percentages of objectives at each different cognitive level, adapted from Bloom's Taxonomy of Cognitive Levels. It provides a way to look at and understand the different "levels" of thinking required to accomplish a particular objective.

Thinking skills must be taught and reviewed to ensure something beyond the mere recall of facts. Every objective in the guides was analyzed and assigned a number indicating its cognitive level and tallied. The histogram indicates where the emphasis is within the cognitive level.

There is no ideal distribution we can use for a model, but it provides a source for professional judgement about the learning objectives/outcomes. The histogram does not necessarily show what ought to be, but rather reflects what is in this particular set of concepts promoted in the curriculum guides for school districts in Alaska.

MODEL
CURRICULUM
GUIDE
PROJECT

Subject: Health
Course: All
Level: Elementary
Grade(s): 4-6
Date: 6/26/86

PERCENTAGE OF
EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	0	0	
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	29	59	**********
3.00 Application	11	22	**********
4.00 Analysis	2	4	**
5.00 Synthesis	0	0	
6.00 Evaluation	1	2	*
SUBTOTAL	43	88	
AFFECTIVE	5	10	*****
PSYCHOMOTOR	0	0	
Not Classifiable	1	2	*
TOTAL	49	100	

ALASKA MODEL CURRICULUM GUIDES

HISTOGRAM

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MODEL
CURRICULUM
GUIDE
PROJECT

Subject: Health
Course: All
Level: Jr. High
Grade(s): 7-8
Date: 6/26/86

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	0	0	
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	17	40	**********
3.00 Application	13	31	********
4.00 Analysis	3	7	**
5.00 Synthesis	0	0	
6.00 Evaluation	1	2	*
SUBTOTAL	34	81	
AFFECTIVE	6	14	****
PSYCHOMOTOR	1	2	*
Not Classifiable	1	2	*
TOTAL	42	100	

ALASKA MODEL CURRICULUM GUIDES

HISTOGRAM

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Kenai Peninsula
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Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
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Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

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Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Florida
Idaho
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Indiana
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178

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